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ABSTRACT

Thirteen research and demonstration projects developed by Ohio school districts for the education of gifted students are described. The programs involve inservice teacher education; interdepartmental teamwork; collaboration with community and university resources; a continuum of services for gifted children in regular classrooms; learning options for underachieving gifted students; and teaching methods in the visual and performing arts, language arts, computers, critical thinking, and creative thinking. Project names and sponsoring school districts include: "Major Work Research and Demonstration Project" (Cleveland City Schools); "Black Swamp Arts Scene" (Defiance City and County Schools); "Fields, Forms, and Fulfillments" (Federal Hocking Local Schools); "Transitional Restructured Elementary Program for Gifted" (Forest Hills Local Schools); "Staff Development Program for Gifted Children: Elementary" (Muskingum County); "ACE--Achieving Cognitive Enhancement" (Putnam County Schools); "Serving Secondary Gifted Students in the Classroom Setting" (Reynoldsburg City Schools); "Meeting the Challenge: Assisting Underachieving Gifted Students" (Rocky River City Schools); "Talents Unlimited: An Effective Model for Comprehensive Curriculum Development: Secondary" (Sidney City Schools); "HUGS--Helping Underachieving Gifted Students" (Springfield City Schools); "Junior High Opportunity Power" (Toledo City Schools); "The Identification of Creative- Thinking Ability" (Hilliard City Schools, Upper Arlington City Schools); and "The Computer as an Art Medium for Visually Gifted Secondary Students" (Wheelersburg Local Schools.) (JDD)

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RESEARCH AND DEMONSTRATION PROJECTS

PROGRAMS FOR GIFTED

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RESEARCH AND DEMONSTRATION PROJECTS

PROGRAMS FOR GIFTED

The State Board of Education included in its 1989-90 recommendations to the Ohio General Assembly a request for an appropriation to establish research and demonstration projects to develop exceptional programs for the education of gifted students. The General Assembly responded with an appropriation set-aside for such demonstration projects.

The goal of this funding was to "create" unique projects and experimental programs in several districts that could serve as models for other districts in the state. One hundred twenty-seven district proposals were submitted in the following four funding priority areas:

- Underachieving gifted
- Continuum of services for gifted in the regular classroom
- Identification system for creative-thinking ability
- Visual and/or performing arts

Thirteen districts were awarded research and demonstration projects grants.

A brief description of each project follows. From a junior high school project that pairs gifted students for improved academic performance to a comprehensive development of identification procedures for creative-thinking ability, each project is designed to serve as a model for Ohio schools and to provide service to gifted children.

RESEARCH AND DEMONSTRATION PROJECTS

PROGRAMS FOR GIFTED

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TITLE OF PROJECT: **Major Work Research and Demonstration Project: Elementary**

DISTRICT: Cleveland City School District

DESCRIPTION OF PROJECT:

Priority Area: Continuum of Services for Gifted (Elementary)

Delivery/Model Project Implementation Strategy: The Major Work Office will establish a collaborative effort with Cleveland State University to provide a series of modular one-credit courses designed to upgrade the skills of elementary Major Work teachers and regular education teachers with gifted children in their classes.

Student Benefits: Reinforcing the inservice courses will be the establishment of a Major Work Mentorship Program that enables regular elementary teachers to work in partnership with Major Work teachers experienced in teaching gifted children.

Product: Upon completion of the project, a guide will be produced describing the model developed for training teachers in gifted education.

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TITLE OF PROJECT: **Black Swamp Arts Scene**

DISTRICT: Defiance City Schools, Ayersville Local Schools (Defiance County), Central Local Schools (Defiance County), Hicksville Exempted Village Schools (Defiance County), Northeastern Local Schools (Defiance County)

DESCRIPTION OF PROJECT:

Priority Area: Our main priority area includes gifted and talented students within the area of the musical arts. We shall also be developing programs for the gifted and talented in the areas of visual art and theater.

Delivery/Model Project Implementation Strategy: The delivery model includes the implementation of a program in aesthetic education through the visual and performing arts within grades K-4. It will also identify gifted students in grades 5-12 and provide special curricular offerings for them, both inside and outside of school. A Youth Artist Series featuring high-caliber artists will be available to a six-county region. Arts resource directories and descriptive brochures will be developed and disseminated.

Student Benefits:

1. Improved self-awareness/understanding/esteem/confidence/poise
2. Application of higher levels of thinking, such as critical, evaluative, analytical, interpretive, and ability to interrelate curricular areas
3. Special learning needs to be addressed in grades 5-12, thereby empowering students to have a more meaningful school experience
4. Interaction with and training from practicing artists in music, art, and drama
5. Special seminars, performance opportunities, and art shows
6. Exposure to professional performances, exhibitions offering opportunities for both viewing and interaction
7. Applicability to all curricular areas

Product: Presentations, panel discussions, videotapes, a descriptive brochure of the Black Swamp Arts Scene project, curriculum guides/courses of study, displays/exhibitions/performances, and a journal article with research findings.

CONTACT:

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Jo Ann Jennings
Coordinator
Defiance County Schools
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TITLE OF PROJECT: **Fields, Forms, and Fulfillments**

DISTRICT: Federal Hocking Local Schools (Athens County)

DESCRIPTION OF PROJECT:

Priority Area: Visual Arts

Delivery/Model Project Implementation Strategy: The project will create a collaborative model of school, community, and university resources to serve the visual arts needs of talented and gifted students in a rural setting. The discipline-based art education curriculum framework will be adapted to the needs and levels of TAG students. The curriculum design will also emphasize the resources of local artisans and the aesthetics of a rural community setting.

Student Benefits: Students talented in visual arts will be identified through criteria established by a rural arts panel. Students talented in visual arts will enhance their skills through participation in discipline-based arts education sessions adapted to their needs.

Product: (Available in spring 1991)

- Identification system for visual arts talents
- Discipline-based art course of study for grades 4-12
- Project evaluation report

CONTACT:

Mr. George Grim
TAG Coordinator
Federal Hocking Local School District
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Stewart, Ohio 45778
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TITLE OF PROJECT: **Transitional Restructured Elementary Program for Gifted**

DISTRICT: Forest Hills Local Schools (Hamilton County)

DESCRIPTION OF PROJECT:

Priority Area: The purpose of this project is to plan, establish, implement, and review a transitional education program to provide a continuum of services for gifted children in grades K-6 in the regular classroom. This project's goals and objectives are to provide services to students of various gifted ability areas.

Delivery/Model Project Implementation Strategy: The project team will consist of the district's gifted education coordinator, building principal, and ten team members comprised of the resource teacher, one teacher per grade level, and two other staff members who will be involved in project participatory planning and assistance during the implementation stage. Throughout this project, the total elementary school staff will participate in various inservice workshops (e.g., characteristics/needs of gifted students, critical/creative thinking, problem solving, instructional strategies...). A full-time building resource teacher will help teachers in the facilitation of compacting, contracting, enrichment, and in-depth investigation implementations. On a flexible basis, the resource teacher will be available to meet with gifted students in a resource room setting.

Student Benefits: Gifted K-6 elementary students previously "undiscovered" or "underserved" will be better provided with a continuum of services in the regular classroom. The delivery of more appropriate and confluent educational services commensurate with gifted students' needs will be implemented by the building's total staff.

Product: Formative and summative evaluative surveys/forms have been designed for data collection. Narrative descriptions, data analyses, survey results, and discussions of findings/implications will be reported. A manual for the Transitional Model describing implementation strategies for comprehensive service to gifted elementary school students will be produced.

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TITLE OF PROJECT: **Staff Development Program for Gifted Children: Elementary**

DISTRICT: Muskingum County Board of Education, East Muskingum Local Schools (Muskingum County), Franklin Local Schools Muskingum County), Maysville Local Schools (Muskingum County), Tri-Valley Local Schools (Muskingum County), and West Muskingum Local Schools (Muskingum County)

DESCRIPTION OF PROJECT:

Priority Area: The purpose of this project is to provide a "Continuum of Services" for the gifted child within and beyond the regular classroom through the training of regular classroom teachers, administrators, and parents in the areas of identification, appropriate curriculum, and social/emotional needs of gifted children.

Delivery/Model Project Implementation Strategy: The implementation of this project will occur through three phases of staff development/training.
Phase 1: The Muskingum County gifted education staff will participate in extensive training.

Phase 2: The second phase of the staff development project will be directed toward district and building-level administrators.

Phase 3: The organization and training of a core of parent/community volunteers to assist the classroom teacher in such areas as Junior Great Books, Future Problem Solving, Young Authors Programs, independent study, and mentoring.

Student Benefits: Identified gifted students will receive much-needed services in the regular classroom. Training will provide a continuum of services for gifted children beyond the life of the project itself. A network of support for gifted children in the regular classroom will be developed through the training of teachers, parents, and administrators. Regular education students will benefit from this training for the gifted by "spillover."

Product:

- Manual of model lessons
- Production of videotape

CONTACT:

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Muskingum County Board of Education
205 North Seventh Street
Zanesville, Ohio 43701
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TITLE OF PROJECT: **ACE--Achieving Cognitive Enhancement**
DISTRICT: Putnam County Schools

DESCRIPTION OF PROJECT:

Priority Area: Underachieving Gifted

Delivery/Model Implementation Strategy: This model program is based on Socratic dialogue around the use of computer software. The program is designed in this way so that students can test hypotheses and manipulate data, much the same way as a scientist does. The overall effect on classroom teachers includes the following:

- Knowledge that higher-order thinking skills are complex and involve multiple perspectives
- Increased use of higher-level questions and thinking skills

Student Benefits: Gifted students in the regular classroom should be able to do the following:

- Process subject matter in a more critical, analytical, and thorough manner
- Become more flexible and creative in their thinking
- Become actively involved in the learning process
- Apply the higher-order thinking skills to new situations
- Be able to combine information from a variety of sources and identify key pieces of information

Benefits of gifted in the Higher-Order Thinking Skills (HOTS) program include the following:

- Metacognition
- Inference of information from context
- Combination and synthesis of information from varieties of sources

Product:

- A practical higher-order questioning handbook for regular classroom use
- A teacher pre-inservice test and a teacher post-inservice test
- An informative newsletter to inserviced county classroom teachers about higher-order thinking skills

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Putnam County Board of Education
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Ottawa, Ohio 45875
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TITLE OF PROJECT: **Serving Secondary Gifted Students in the Classroom Setting**

DISTRICT: Reynoldsburg City Schools

DESCRIPTION OF PROJECT:

Priority Area: Continuum of Services for Gifted Students in the Regular Classroom

Delivery/Model Project Implementation Strategy: This model involves creating interdepartmental teams at the middle, junior high, and high schools. Team members include mathematics and science teacher representatives, and English and social studies representatives who meet and plan strategies with the gifted teacher and gifted coordinator. Their work is then shared with all classroom teachers of those disciplines to improve instruction in secondary classrooms, grades 7-12. The overall effect on classroom teachers includes the following:

- Gifted staff members viewed as resource people
- Availability of a library of materials to enhance interdisciplinary instruction of thinking skills
- Sample lesson and unit plans as well as demonstration sessions to model open-ended teaching strategies
- Awareness of the characteristics of gifted children and increased use of high-level questioning and thinking skills in the classroom
- Information about pre- and post-activities, webbing techniques, and student interest inventories that go beyond the prescribed curriculum

Student Benefits:

- Greater opportunities for gifted students in a variety of subject areas
- Student-designed activities that generate new products or services
- Student input into the planning of curriculum
- A positive impact on all students in secondary classrooms

Product:

- Generates practical lesson and unit plan suggestions for secondary teachers
- Creates a community-speaker directory
- Provides a library of instructional materials

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TITLE OF PROJECT: **Meeting the Challenge: Assisting Underachieving Gifted Students**

DISTRICT: Rocky River City Schools

DESCRIPTION OF PROJECT:

Priority Area: To design an identification process and learning options to enable identified underachieving gifted students to maximize potential.

Delivery/Model Project Implementation Strategy: Through the use of a project team comprised of counselors K-12, a psychologist, computer specialist, a principal, a special education director, classroom teachers, and parents, the implementation of the project will be facilitated and monitored. Strand teams will develop a student identification plan, identify and offer teacher inservice and parent programs, and determine appropriate activities/strategies/counseling plans to enable identified students to succeed.

Student Benefits: The project implementation will enable identified underachieving gifted students to maximize their potential and to enhance their self-awareness.

Product:

- Identification procedures and, if appropriate, instruments
- Counseling component
- Alternative instructional strategies/program options to meet needs of identified students
- Collaboration with agencies/businesses/other institutions to provide alternatives

CONTACT:

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Rocky River City Schools
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TITLE OF PROJECT: Talents Unlimited: An Effective Model For Comprehensive Curriculum Development: Secondary

DISTRICT: Sidney City Schools

DESCRIPTION OF PROJECT:

Priority Area: Continuum of Services for Gifted Students in the Regular Classroom (9-12)

Delivery/Model Project Implementation Strategy:

- Provide Talents Unlimited workshops designed for specific high school content areas that will train all teachers to write creative and critical-thinking activities in their content area.
- Provide released time for groups of teachers during the school year to work with Talents Unlimited coaches to revise and improve the activities they have written.
- Provide stipends for teachers to meet during the summer to develop interdisciplinary units based on their content areas.

Student Benefits:

- Gifted and Talented (G/T) students in the experimental group will show statistically significant improvement in their scores on the criterion-referenced tests designed by Talents Unlimited.
- G/T students will show an improved attitude toward the high school programs being provided in grades 9-12.
- Wright State University will provide consultant and outside evaluation services to support the grant activities.
- Sidney City Schools will become a demonstration and training site for other districts.

Product:

- Talents activities packets and interdisciplinary units will be available for school districts to purchase.
- An outline of implementation strategies will be available by the end of the project (June 1991).
- Visitations by other school districts will be scheduled during the second semester of 1990-91 (January-June 1991).

CONTACT:

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Sidney, Ohio 45365
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TITLE OF PROJECT: **HUGS--Helping Underachieving Gifted Students**
DISTRICT: Springfield City Schools

DESCRIPTION OF PROJECT:

Priority Area: Underachieving Gifted

Delivery/Model Project Implementation Strategy: The HUGS--Helping Underachieving Gifted Students project is designed to identify underachieving gifted third grade students, concentrating the identification efforts in buildings that have demonstrated differences between ability and achievement scores and in buildings where minority and/or economically depressed students may be located.

A special program designed to enhance individual achievement will be offered during 1990-1991 to students identified during the second semester of 1989-1990. Affective areas as well as individualized academic intervention will be part of the program. Parents, regular classroom teachers, guidance counselors, and the HUGS instructor will work closely to help students develop awarenesses and motivation for improving their classroom performance.

Student Benefits: Students will be motivated to gain some control over their classroom achievement and functioning, leading to a decrease in the discrepancy between academic performance and projected potential.

Product: A guide will be available in the summer of 1991. The first section of the guide will outline the identification process, the individual treatment process, and the data gathered during the program. A second section of the guide will present the affective strategies used to tie together the parent, teacher, and student activities and the academic interventions used in the program.

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TITLE OF PROJECT: **Junior High Opportunity Power**
DISTRICT: Toledo City Schools

DESCRIPTION OF PROJECT:

Priority Area: Continuum of Service for Gifted

Delivery/Model Project Implementation Strategy: A certified gifted and talented teacher will provide two and one-half days per week of supplemental language arts instruction to learning teams composed of junior high school students identified as gifted. One half of these gifted students will be high achievers who are selected from honors classes, with the balance of the gifted students being underachievers who are selected from regular education classrooms.

- A team approach will be used in planning.
- High-interest language arts areas will be stressed.

Student Benefits: Junior High Opportunity Power students will be exposed to advanced problem-solving techniques, higher-level thinking skills, high-interest subject matter, and a variety of educational approaches. Each Opportunity Power learning team will be composed of one high-achieving and one underachieving gifted student. It is felt that this configuration will provide motivation for the underachieving student to utilize his or her abilities more fully. Successful learning team outcomes will be identified through objective and subjective instruments.

Product:

- Implementation manual that includes step-by-step procedures of the Junior High Opportunity Power Project
- Completed evaluation report

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TITLE OF PROJECT: **The Identification of Creative-Thinking Ability**

DISTRICT: Hilliard City Schools, Upper Arlington City Schools

DESCRIPTION OF PROJECT:

Priority Area: This project will analyze the nature of, and relationship among, the three methods that can be used to identify creative-thinking ability: 1) creative-thinking tests; 2) behavioral observations; 3) and performance-based assessment.

Delivery/Model Project Implementation Strategy:

This project will create and examine the effectiveness of a staff development program designed to help teachers understand and nurture creative thinking in the classroom as a basis for identifying students with unique creative abilities. The project will result in the development of a systematic multifactored approach to the identification of creative-thinking ability within urban, rural, and suburban populations at elementary and secondary levels. The identification system will be described and explained in a Manual for the Identification of Creative-Thinking Ability. The major goals of the project are as follows:

1. Establish three state-level review teams to conduct an analysis of the three methods for identifying thinking ability.
2. Enhance teacher understanding of creative-thinking processes as a basis for the establishment of learning environments that encourage creative thinking and provide opportunities for identifying uniquely creative students.
3. Synthesize finding; develop a Manual for the Identification of Creative-Thinking Ability.

Product: Manual for the Identification of Creative-Thinking Ability

CONTACT:

1989-90

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1990-91

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TITLE OF PROJECT: **The Computer as an Art Medium for Visually Gifted Secondary Students**

DISTRICT: Wheelersburg Local Schools (Scioto County)

DESCRIPTION OF PROJECT:

Priority Area: The main purpose of this project is to integrate computers as an electronic art medium into the art classroom for visually gifted students. This will be accomplished through the regularly scheduled art periods with the use of existing faculty. The computer will become a creative electronic medium for the visually gifted student to use in producing original art work.

Student Benefits: By creating an original animated film, students will develop an awareness of how technology can be used to change their approach to visual art.

Product:

- Identification plan
- Curriculum guide
- Demonstration video

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